

# TANNERS WOOD JMI SCHOOL



## SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

<i>Adopted by Governing Body:</i>	Date: November 2020	Review Date November 2021
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**Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Tanners Wood JMI School. Please read this policy in conjunction with the Child Protection and Safeguarding Policies and the SEND INFORMATION REPORT which is published on the school website.**

At Tanners Wood School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

- 'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'
- 'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.
- 'A child has SEND if he or she requires special educational provision in order to access the curriculum and/or achieve his or her full potential. This provision will include learning difficulties, extending exceptional abilities (Higher Ability Pupils) and those with social, emotional and mental health difficulties (SEMH).

**The specific objectives of our SEND policy are as follows:**

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school to the best of their capability
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to provide intervention programmes to assist individual pupils and support their specific needs
- to promote effective partnership with outside with agencies when appropriate

The success of the school's SEND policy will be judged against the aims set out above. This policy will be reviewed at regular intervals following the school's policy review schedule and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made.

**Management of Children with Special Educational Needs as follows:**

- To maintain a process of screening and early identification of SEND
- To adhere to the statutory requirements specified in the Code of Practice 2015 and to continue to implement the Assess, Plan, Do, Review cycle
- To develop a system of record keeping for each stage of the assessment procedure where teachers develop and produce their own Assess, Plan, Do, Review plans (APDR's), in consultation with the SENCO
- To actively involve parents in supporting the APDR targets for their child

- To co-ordinate resources that are available to staff including teaching materials and publications. Develop staff awareness of their use
- To maintain liaison between SENCO, other agencies, class teachers and support staff
- To develop liaison between teachers and Teaching Assistants (TAs) for short term planning and review purposes. Involve TA's with inset training where appropriate e.g. English and Mathematics interventions
- To review, evaluate and revise the SEND Policy on an annual basis
- The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the school's provision maps

### **Guidelines for completion (Assess, Plan, Do, Review Plans)**

- When a child is deemed as having SEND, parents will be notified and permission sought for the child to be placed on the school's SEND register. Also if a child is deemed to no longer require additional support to make good progress and the child is to be taken off the SEND register then parental permission should also be agreed at this stage
- Children who require targeted interventions in order to make progress in specific areas such as mathematics and English will need an APDR with SMART targets. There should be no more than three targets which should be specific, measureable, attainable, relevant and timely. Targets will be reviewed at the end of each term and parents should be informed about APDR reviews and invited to attend
- For some children it may be necessary to put specific strategies in place which are based on advice from outside agencies
- A paper copy of all signed plans and targets should be kept at the front of the year group planning folder. A digital copy of all Plans should be saved on the server under: t drive/class teacher SEND plans/year group/class
- Deadlines for APDR's are set by the SENCO
- Targets should be reviewed termly with reviews being completed and passed to the SENCO to be monitored and filed in each child's folder
- In addition, SEND children may also be placed on a range of interventions to meet their needs. These interventions are also recorded on the Class Provision Maps and all interventions are tracked using the school's tracking sheets. Progress of SEND children is monitored through the use of AM7, tracking sheets, and other assessment tools

## **Triggers Indicating the Need for Intervention and inclusion on the SEND Register**

The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school (STEPS)
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Has speech and language difficulties and needs specialist support to redress this

## **Triggers Indicating the Need for Intervention and Referral to Outside Agencies**

Despite having had an individualised programme and/or concentrated support under the APDR Plans, the child or young person:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working substantially below age expected levels
- Continues to have difficulty in developing English and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

Any referral to an outside agency must include parental consent. The SENCO, Class Teacher and parents will consider a range of evidence-based and effective teaching strategies to support the child's progress and these approaches will be detailed on the child's Assess, Plan, Do, Review cycle.

The school will work closely with the local authority and refer to the Local Offer which should set out clearly what support is available from various services including; educational psychologists, CAMHs, PALMS, specialist teachers, and therapists.

(SEND Code of Practice – 2015)

### **Co-ordination of SEND within the School:**

The named SEND coordinator for the school is Erica Thomas who is a qualified teacher, currently obtaining the qualification of National Award in Special Educational Needs Co-ordination (2019-2020) and a member of the school's SLT.

- The SENCO will liaise with all staff with regard to children with SEND and ensure that the SEND policy is adhered to.
- The SENCO will disseminate to staff the outcomes of discussions with external agencies.
- SEND files are kept in a locked cabinet in the SENCO's office. This information is regarded as confidential and access should only be given to SENCO/Headteacher/Staff on request.
- The SENCO will co-ordinate provision for children with SEND.
- The SENCO will advise staff on the graduated response (Assess, Plan, Do and Review) for providing SEN support, as well as advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- The SENCO communicates with parents of pupils with SEN and other relevant agencies.
- The SENCO is responsible for the smooth transition of SEND children year group to year group and from one school to another.
- The SENCO is responsible for ensuring that the school keeps records of all SEND pupils up to date.
- Class Teachers will keep SENCO informed of the progress of a SEND child and a joint agreement made as to the next step.
- Children with SEN will be taught within their classes for all subjects. However, we acknowledge that it may occasionally be appropriate to withdraw a child or a small group for a specific learning programme, e.g. spot interventions (pre-learning and/or over-learning), maths and handwriting interventions, fine and gross motor skills programmes, individual SEN programmes.
- Teachers assume responsibility for children with SEN within their classes.
- We employ SEN teaching assistants who have additional training in to support their roles e.g ELKLAN and Welcom speech and language interventions.

### **Children with Social, Emotional and Mental Health Difficulties**

Occasionally a child may need to have 'time out'. This will be detailed in a child's risk reduction plan or APDR plan.

### **Arrangements for Pupils Transferring Schools**

At the end of Year 6, liaison between the SENCO's of both primary and secondary schools takes place. Where a child leaves for another school, records are forwarded on request from the receiving school – work is sent via the child. If the information is confidential it may be necessary to speak to the Head of the receiving school to pass on information. Some children will need a planned transition into their next school and the SENCO must make preparations for this in good time.

### **Liaison with Parents**

The school places great emphasis on liaison and full consultation with all parents of children with SEND as emphasised in the Code of Practice. When interventions are implemented at school, advice is given to parents with regard to support at home.

## **Liaison with External Services**

The school has strong links with Colnbrook School, DSPL9, Chessbrook Outreach Education Support Centre (CESC), HCC Adoption Team and the Specific Learning Difficulties Base. These bases are able to provide support services to the school with information and training.

External support services play an important part in helping the school identify, assess, plan, do and review provision for pupils with special education needs, e.g.

- The school receives statutory visits from the Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment, visual impairment or physical difficulties.
- The NHS Speech and Language Therapist contributes to the EHCP reviews of pupils with significant speech and language difficulties.
- School works closely with CAMHS, DSPL9, Intensive Families First Support Team and employs its own School Family Worker
- Advice is sought from the Advisory Teacher for children with Speech, Language, Autism and Communication difficulties.
- CESC also regularly support children with emotional or behavioural problems, often providing Outreach Workers.

## **Access to Buildings by Disabled Persons**

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

The school buildings and playgrounds are accessible for wheelchair users. There is a disabled toilet in the main corridor and a permanent ramp that currently leads into Year 1. There is a designated disabled parking space. There are handrails to support disabled children in the four disabled toilets across the school.

A named member of the Governing body, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

## **Arrangements for Considering Complaints about Special Educational Provision within the School**

- Contact Class Teacher in the first instance (inform SENCO)
- Contact Head Teacher/SENCO
- Contact named Governor for SEND
- Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.
- Contact LEA Area Officer

## **Identification and Assessment of special educational needs**

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. A range of evidence is collected by the class teacher. This may include a neurodiversity checklist. If this evidence suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary. An APDR plan may be put in place. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. The SENCO will then carry out a clear analysis, taking into account parents' and pupils' views. This assessment will be reviewed at regular intervals, to ensure that any interventions are matched to need and barriers to learning are identified and overcome. This process may require input from outside agencies with agreement from parents.

### **Plan**

Once a detailed assessment has been carried out, interventions are planned to target areas of difficulty. This is recorded on the child's Class Provision Map and all teachers and support staff who work with that child should be aware of their needs. Parents are aware of any planned interventions as this will be detailed on the child's APDR plan. Parental involvement will be sought to reinforce or contribute to progress at home.

### **Do**

The class teacher is responsible for working with the child on a daily basis and even if a child is withdrawn from the class for a particular intervention, the class teacher still retains responsibility for the pupil. It is expected that the teacher should work closely with any teaching assistants or specialist staff involved and plan and assess the impact of the support and intervention and see how this can be linked to classroom teaching. The SENCO should support the class or subject teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. The targets identified by the class teacher will be reviewed with the child and parents at review meetings at the beginning of each term and new targets will be set. Where a pupil has an EHC plan the local authority must review that plan annually.

### **Provision/action that is additional to or different from that available to all**

This will be recorded in an Assess, Plan, Do, Review (APDR) document which is updated three times a year. This may be written by the Class Teacher or the SENCO and in consultation with pupils, parents, carers and the teacher where appropriate. It may also involve consultation and advice from external agencies.

The Assess, Plan, Do, Review document will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- the date that the plan is to be reviewed
- success or impact of the provision

The APDR will be reviewed at the end of each term and the outcomes will be recorded. Short term targets may be changed or modified as they are achieved which may be before the review date. Pupils will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process.

If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have Education Health Care Plans, in addition to the review of APDR's, their progress and the support outlined in their plan will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The school will liaise with any Secondary Schools that may be receiving a child with special needs to arrange Transition Plans for students with EHC Plans (and other pupils with SEND who may benefit from Transition Planning) and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

### **Provision for Higher Ability Pupils (HAP)**

Teachers plan to challenge higher ability children through careful differentiation and challenging higher order questioning.

### **Evaluation Procedure**

Class Teachers monitor and evaluate day-to-day implementation of the SEND Policy, making comments that are noted by SENCO, assessed and evaluated. End of year review meetings to take place between Head, SEND Governor and SENCO to review the extent to which targets have been achieved.

## **Auditing Training Needs**

The school makes an annual audit of training needs for all staff, taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it **may** use to meet identified needs. Particular support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the training needs of staff.

## **SEND INFORMATION REPORT**

This report is published on the school's website and details how the school will support and identify children with SEND. It is reviewed annually.

## **SENDIASS – Special Educational Needs and Disability Information, advice and support service**

The school will provide information about the Support Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the SENDIASS for independent support and advice.

## **APPENDIX 1: SEN POLICY – STATUTORY AND SCHOOL REQUIREMENTS**

**The Governing Body** has important statutory duties towards pupils with SEND. They should, in co-operation with the Head Teacher:-

- Determine the school's general policy and approach towards pupils with SEND.
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEND join in so far as that is reasonably practical and compatible with the pupil receiving special education provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs.
- Ensure that teachers in the school are aware of the importance of early identification and provision for those pupils with SEND.
- Responsibilities of named Governor include: to meet as necessary with Headteacher and SENCO. To inform Governors of relevant government legislation, LEA initiatives, school practices and to monitor provision in liaison with SENCO.

### **Head**

The Head has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically the Head in liaison with the SENCO takes responsibility for:

- Keeping the Governing Body fully informed.
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND.
- Liaising with parents of children at EHC Plans where appropriate.
- Attending meetings with SENCO and named Governor as necessary.

### **SENCO**

**Name: Mrs E Thomas**

**Specific Responsibilities:**

## **To co-ordinate Special Educational Needs throughout the school, taking responsibility for:-**

- Operating the school's SEND policy on a day-to-day basis.
- Liaising with and advising fellow teachers and Teaching Assistants.
- Co-ordinating provision for children with special educational need.
- Maintaining the school's SEND register and overseeing the records/APDR's on all pupils with special educational needs.
- Maintaining and updating resources for SEND, ensuring that staff have knowledge/access to materials.
- Helping with the assessment of children with SEND.
- Liaising with parents of children with special educational needs.
- Chairing/attending the EHC Plan reviews.
- Contributing to the in-service training of teaching and support staff, attending meetings/courses and disseminating relevant information to staff.
- Attending SEND Cluster meetings and Exceptional Needs Funding meetings.
- Liaising with external agencies including the Educational Psychological Service and other support agencies, medical and social services and voluntary bodies.

### **Class Teacher**

All teaching staff are responsible for the identification and initial assessment of children with SEND within their class. The class teacher will also make provision for such children and ensure that they have full access to the curriculum.

- Planning classwork to ensure the inclusion of all pupils.
- Raising 'expressions of concern' – SEND Concern Form and implementing a plan of action for children at all stages – passing copy to SENCO.
- Maintaining records of all pupils with SEND, implementing and reviewing APDR's with parents and children.
- Ensuring parents are fully informed and consulted at all stages.
- Where possible, attending planning and review sessions for APDR's

- Implementing and monitoring APDR's in the classroom.
- Liaising with support staff, TAs, in the planning and evaluation of programmes of work with pupils.

### **Teaching Assistants and Support Staff**

The role of the TA is to be aware of and support the school with regards to:-

- The curriculum plans for teaching and learning.
- The SEND policy.
- The behaviour policy and other relevant curriculum policies.
- The programme of work for nominated children as directed by class teacher.
- Care plans and APDR Plans.
- Meeting with external specialists as required.
- Collecting/recording information for behaviour logs.
- Attending appropriate training courses (overtime or time off in lieu will cover additional hours)
- Attending meetings as necessary with Headteacher and SENCO.

### **Midday Supervisory Assistants**

- To be conversant with, trained and apply the school's behaviour policy.
- To follow specific behaviour programmes for children as required by class teacher.
- Be alert to incidents of bad behaviour, unkindness or bullying and report incidents to relevant class teachers, or Headteacher.